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Grammatical Interference in the students translation
Case study : Third year students of Englishat KMUO

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Dedication

I dedicate this humble paper to all my teachers and to everyone who ever taught me anything. To my family and friends everyone by name. To my classmates and my dears Abderraouf Boudina, Imane Cherbi, and Djilali Ngais.

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الملخص

تهدف هذه الدراسة إلى تحديد المشاكل التي يواجهها طلبة الترجمة عند ترجمة النصوص المكتوبة من العربية إلى الإنجليزية مع إقتراح بعض الحلول الممكنة للحد من تلك المشاكل. و قد طرحت الدراسة الأسئلة التالية :

1 ماهي مشاكل التداخل التي تطرأ على ترجمة مختلف النصوص المكتوبة من العربية إلى الإنجليزية

2 ماهي الإقتراحات التي من شأنها الحد من هاته المشاكل ؟

و لتحقيق أهداف هذا البحث، تم إستخدام أداة تحليل النص و ذلك عن طريق وصف الأخطاء المرتكبة من طرف الطلبة في ترجماتهم و قد أظهرت النتائج أن انواع التداخل كانت كثيرة على المستوى النحوي.

لقد تم إقتراح بعض الحلول و المتمثلة في :

1 أن يتدرب الطلبة أكثر على ترجمة النصوص من أجل تحسين قدراتهم على الفصل بين اللغتين و التعامل معهما بشكل منفرد

2 أن يأخذ الطلبة مواد إظافية في مقياس للترجمة و الليسانيات التقابلية مع إعطاء إهتمام أكثر لتحليل الأخطاء و طريقة تجنبها

3 أن يوفر الأساتذة تغذية مرجعية في أساليب الكتابة و المحادثة و تقديم الإرشاد و الدعم اللازم للطلبة حتى يتمكنو من تفادي هذه الأخطاء

الكلمات المفتاحية : التداخل، التداخل النحوي، التداخل الثقافي، الأخطاء و الأغلاط، نظام اللغة الإنجليزية

Abstract

This study aims at investigating the problem of grammatical interference in translating written texts from Arabic into English and provides recommendations to solve these problems. In fact the question of interference is problematic, and thus many questions deserve being asked about the type of grammatical interference of Arabic when moving from Arabic into English,and about the possible solutions that could be suggested to to solve the translating issues.To reach the objective aimed at in the present study, the errors of/in the students' written discourse are analyzed. Results show that the interference take place at different levels of language: at the lexical level semantic, morphological, phonological and, mainly, grammatical level of language.To solve the problem, it is necessary to take extra courses in translation and in contrastive linguistics where more attention is given to error analysis, and to urge students practice the translation of texts from one language into the other and vice versa.This would, eventually, lead them to separate the two languages and treat them as individual entities. In addition to the students' endeavour, instructors should provide spoken and written feedback, guidance and support to their students in order to avoid the occurrence of errors.

KeyWords : Interference, Grammatical interference, Cultural interference, Errors and Mistakes, SVO (Subject-Verb-Object).

Résumé

Cette étude vise à souligner l'investigation des problèmes reliés à interférence grammaticale de la traduction des textes écrits de l'Arabe vers l'Anglais, comme elle suggère des solutions à ce problème. En réalité la question de l'interférence est problématique, la chose qui fait à ce que quelques questions soient posées par rapport au type de l'interférence grammaticale en Arabe lorsqu'on traduit de l'Arabe vers l'Anglais ; et par rapport aux solutions qui puissent résoudre le problème de la traduction. À fin d'atteindre l'objectif visé les erreurs du discours écrit des étudiants est analysé. Des résultats montrent que l'interférence existe à plusieurs niveaux différents de la langue. Il existe au niveau lexical, morphologique, phonologique et, principalement, au niveau grammatical. Pour résoudre le problème, il est nécessaire de suivre des cours de/en traductions et en linguistique contrastive où beaucoup d'importance est donnée à l'analyse des erreurs; il important aussi d'encourager les étudiants de pratiquer la traduction des textes d'une langue vers une autre et vice versa. Ceci va, éventuellement, aider les étudiants à pouvoir séparer les deux langues, et pour les traiter comme étant deux entités individuelles. Encore, il est capital de souligner que les instructeurs jouent un rôle axial dans l'amélioration des résultats tout en les guidant et les assistant dans leur travail traduction

Mots Clé : Interférence, Interférence Grammatical, Interférence Cultural, Errores et Fautes, SVO(Sujet-Verb-Objet)

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Introduction

General Introduction

General Introduction

Translation plays a primordial role in bridging people of different regions and variant tongues. However, moving from one language to another is not always that safe and may be halted by a variety of obstacles because of the many differences in the two languages in question. One of the most challenging elements students may encounter is the interference at all levels and mainly at the grammatical one.

Our topic tries to tackle the grammatical interference between Arabic and English when rendering written texts by students of translation ; it tries to shed light on the very obstacles faced by these very students and suggests some solutions to overcome them.

Statement of the Problem

Students who learn a second or a foreign language always face interference problems. Interference is one of the main reasons that lead students to make mistakes, not only in spoken and written English texts but also in translating different texts from Arabic into English. Because these problems exist in translation, the researcher decides to investigate them and to offer some suggestions to overcome them.

Research questions

The study raised the following questions:

1. What problems arise from the grammatical interference of Arabic when translating written texts from Arabic into English?

2. What solutions can be offered to solve these problems?

Hypotheses

To answer the above mentioned research questions we hypothesized the following:

1- Grammatical interference is one of the most frequent and challenging problems students of translation may encounter, students are expected to violate the target text in applying the source text grammatical rules.

2-Grammar of both languages should be included as a module for students of translation so that they are more aware of the grammatical rules of the source and target text .

Organization of the study

Our thesis is divided into two main parts a theoretical one and a practical one . The theoretical part consists of two chapters ; the first one is entitled " Interference; definition and types" ; the second chapter tackles error analysis and the causes of errors committed by students.

The practical part is the bowl in which we analyse all the data we collected to see what are the causes of the grammatical interference and the suggestions provided for.

Aim of the study

This study is aiming at shedding light on the errors committed by students because of the interference existing between the two languages Arabic and English ; it tries to make both teachers and students more aware about the differences at the grammatical level in the two languages and hence fewer errors may be produced later on.

Methodology

In this study, a discourse analysis method was adopted, and different types of written texts (political, news, legal, and other) were given to a bunch of samples to   students of KMU (third year license level).

Limitations of the Study

The results of this study cannot be generalized to all third year students of English in Algerian universities because the sample doesn't include all third year students in Algeria and hence the findings are limited to the very sample and instruments used in the study in hands.

Part One

Chapter One: Interference; definition and types

Introduction

In this chapter we are going to tackle the problem of interference, starting by its definition then moving to its main two types, then diving more into the grammatical type. At the end we discussed briefly the cultural type when we spoke about the definition of culture and its relationship with translation

1. Definition of interference

1.1 Theoretically

According to Baker (2009) "it is the accumulation of all effects that occur from the first language on the second language"

Linguistic interference however is an unintentional transfer of some elements of the source language to the target one.

(Interference problems in translating different spoken and written text from Arabic into English; Ahmed El-Hassan 2013)

1.2 Operationally

It deals with the translation errors that are made by the students of the foriegn language or future translators when they translate works from that foreign language to their mother or native language , and vice versa.

Interference is considered to be a sign of a bad translator, as it enables the receiver of the translation to discover with little effort that the text underwent a translation operation which is judged by translation studies scholars as the worst translation. Itis also set to be a phenomenon in which a certain expression or a passage from the source text is inaccurately transferred into the target text. Interference indeed has several types and have all impacts on translation agreed generally to be negative.

(Interference in the students translations: Research by Suzan Nikalova 2013)

2TypesofInterference

There are two main types of interference which are linguistic and cultural, and are as follows:

2.1 Linguistic interference

2.1.1 Phonological interference

It is the influence of the mother language or the second language exercised upon the language in question. We notice for instance that Arab learners have difficulties in pronouncing the plosive phoneme /P/ since it does not exist in the Arabic phonetic system. The same thing can also be noticed with the Algerian pupils who learn English as a third foreign language. Most of these learners are negatively influenced with the French phonetic system and hence they pronounce most phonemes in the French way.

(Leech (2004) & http:/Grmmar/Englishclub/.com)

2.1.2 Morphological interference

It is the way we deal with the word formation. This interference happens when two languages have crucially similar characters (they both use Latin letters) as it is the case of French and English. Most of the Algerian learners do apply the French way of writing when they write in English. They may produce for instance something like this: " The phonetique system" while they want to say " the phonetic system".   They may also write "director" or "directer" as "directeur" thinking that it is spelled as it is in French.

2.1.3 Lexicalinterference

The lexeme provides us with a variety of choices within the unique linguistic system, which may not always be reflected in another system. A given word might be justified in English for a given meaning may not be necessarily be taken as it is to express the same purpose. We meet this when we make the transfer mainly between two languages of the same big family as it is the case in French and English. A lot of learners whose second language is French commit mistakes when express in English taking some French words wholly as they are in the English space. E.g : "I want to assist with you" is a common mistake made by the Algerian learners who are influenced by the French language as a second foreign language instead of saying "I want to attend with you" since the verb" to assist" exists also in the English language. The same thing can also be found in Arabic when a learner uses the Arabic word wrongly to serve the English structure as in some collocations. " White night" as a literal clumsy translation for " ليلة بيضاء ".

(Leech (2004) & http:/Grmmar/Englishclub/.com)

2.1.4 Semantic interference

It has something to do with the meaning being conveyed. Different languages do have different ways to express the same meaning. However, some learners do not put this into consideration making what we call " semantically interfered" which is inappropriate to use in such an environment. The French adjective " fameuse" has tow meanings direct and metaphorical whereas it has only one direct meaning in English. If we are to translate " a famous woman" into French without taking this difference into account we may produce a false combination that misuses the idea in the language one. " Femme fameuse" as a literal translation of the above English phrase is due to the semantic interference as the adjective"

fameuse" in English and French do not cover the same semantic shadow. It would be better rendered as " a known woman" .

2.1.5 Syntacticinterference

It has to do with grammar which deals with a combination of words within a sentence; as it is the case , grammar covers all the following :" the seven parts of speech" E.g: (verbs , adjectives , adverbs...etc) Sentence structure , articles, passivization , direct and indirect speech.....etc.

2.1.5.1 Preposition interference

Since Arabic and English do not belong to the same family, they logically do not follow the same pattern concerning prepositions. Although, most of Arab learners commit most mistakes with prepositions , this was and still the delima of this grammatical transfer.

E. g إنه يكذب علي   which is translated as : He is lying on me instead of " to". This is due to the misuse of the English preposition as it is applied on a foreign grammatical system which is not its. Another example is the one :الطعام على الطاولة which is translated as : the food is over the table instead of "on".

(Leech (2004) & http:/Grmmar/Englishclub/.com)

2.1.5.2 Sentence interference

This type of interference is basically seen at the level of sentence and word order along with the English language system that is (SVO) including prepositions as mentioned earlier and pronouns, adverbs, articles, adjectives and verbs. An example on sentence interference is : I took my cat to the work with me, instead of saying (correctly) I took my cat with me

to work; the interference in this sentence was at the level of word order , then at the level of pronouns(addition of the pronoun "the").

At (word order level) we can notice the following : *The study aims at...* , The wrong translation is : ... إلى تهدف هذه الدراسة while the correct translation would be : هذه الدراسة تهدف إلى ...إلى . Word order differs from the Arabic into the English language and due to the student's constant contact with the English language as a system of speaking and writing, the students are deemed to commit such errors and literally render them to their mother language system.

2.1.5.3Pronoun interference

The pronouns in the two languages though serve the same purpose as they replace the noun, they do not have the same semantic loads. For instance , the English pronoun "YOU" is always translated into Arabic with " أنتَ reffering to a male singular spoken to, while it can stand for more: أنتَ- أنتي- أنتما -أنتم -أنتن . The Arabic language is deemed to be more masculine and hence the students prefer choosing أنتَ . On the other hand the English language (or people) tend to use the singular form of "YOU" rather than the plural forms.

Another interference is clearly seen when dealing with comparative pronouns as in misusing the objective pronoun instead of the subjective ones since in Arabic the objective connected one is more in the objective case.

E.g: You seem a bit angry this morning. This example has more than one translation; يمكن ترجمته بقول : تبدو غاضبا بعض الشيء هذا الصباح. أو : تبدين غاضبة بعض الشيء هذا الصباح. أو : تبدون غاضبين بعض الشيء هذا الصباح. أو حتى : تبدوان غاضبيْن بعض الشيء هذا الصباح.

2.1.5.4 Verb interference

English and Arabic verbs are seen in the tenses they are expressed with. Verily, the use of the tenses is never the same , which creates an amalgam use when translating it from or into the target language.

Arabic language has only two main tenses: the complete and the incomplete; the complete is shown in the past simple tense while the incomplete is seen in the present and the future. English in the other hand does not see the action from the accomplitiness perspective; it tends to look at the action from another angle that is the " aspect" which actually can not be faithfully expressed in Arabic. This latter prefers to express this "aspect" through the use of "adverbials".

If we say in English : I speak English ; the meaning is understood that it is about an ability of speaking a language and is not at all about the action of speaking itself for if we want to say about the action , the sentence would be said as " I am speaking " or " I spoke" . If we try render the same expression into Arabic we may fail and be stuck into fail for the simple reason is that this aspect does have no equivalence into Arabic.

Consequently , we are obliged to look for a closer expression that may say exactly the same thing: أتقن الانجليزية . the use of أتقن instead of " أتكلم أو أتحدث " is justified cause the core meaning that is intended herein is not the action but as we have already mentioned, the ability of speaking.

The present perfect as well is rarely translated faithfully into Arabic because it is a unique tense exclusively used in English and any attempt to apply it in Arabic might lead to loss and failure.

"I have lost my pen" can be literally translated to : أضعت قلمي while the intended meaning is not that. The English person when using this aspect aims for the result and not the action and hence all he/she wants express is the consequence of the action done in the past. The focus here is on the result of an action done in a determined time in the past. If we want faithfully say it in Arabic in other words we should move directly to show what the result is:. أحتاج قلما . The meaning of the present perfect is hence better translated to " I need a pen" for it is the result of "losing a pen" because if we rather focus on the action of losing something in the past we would better say " I lost my pen" and translated easily to " أضعت قلمي".

(Leech (2004) & http:/Grmmar/Englishclub/.com)

2.1.5.5 Articleinterference

In English there exist three (3) types of articles; the Definite article, the Indefinite article and Zero article. When speaking or writing in the English language; using one of these articles is a must. However in the Arabic language there are only one definite article which is التعريف "ال". the interference at the level of articles is crucial and students often realize the mistakes occurring on the translated work. The students tend to apply the Arabic rules and system of the language on the target text/or sentence believing that it is correct when in fact they are producing a wrong literal translation, for example students (or even inexperienced translators) translate this sentence " ذهبت إلى المدرسة " to "I went to the school" translating literally the article "الــ " to a definite article in English " the" . This translation is obviously not correct for it does not take into account the meaning embedded herein which is" they are still students" . The addition of " the" in the English sentence violates completely the meaning intended since it alters it to " they went there not to study but for any other reason rather than studying" .

2.1.5.6 Adjective interference

The use of adjectives in English is quite different from the one of the Arabic language, in English we may find more than one adjective in one sentence and reffering only to a single person, however, ordering those adjective is a task of experience and knowledge and there is an exact and correct system for ordering adjectives. On the other hand in the Arabic language we do not have that kind of system of neither having more than one adjective in one sentence nor the ordering system, in Arabic each adjective must have its own name (منعوت نعت لكل) . In Arabic we say that : الأسماء بعد النكرات صفات، أما الأسماء التي بعد المعارف فهي أحوال, Unlike the English language of which you can find several adjectives describing one person and also an adjective preceded by a verb. E.g (I run fast). In Arabic we cannot find that sort of order and any adjective is preceded by a noun (being it definite or indefinite).

2.1.5.7 Adverb interference

Adverbs in English are "words that modify verbs, adjectives, other adverbs and sentences" (Yule, 2006:110) ."Adverbs are heterogeneous class, varying greatly in their functions and positional ranges. They constitute a serious of overlapping sub-classes, and some of them belong to more than one subclass. For example, the adverb "very" is an intensifier that functions only as pre-modifier (very large, very carefully) whereas "too" is an intensifier when it functions as premodifier (too small, too quickly), but it has a different meaning ('in addition') when it functions as an adverbial" Greenbaum (1996:141).

Traditionally, adverbs can be classified into three types:

1-Adverbs of time: now, soon, still, then, today…etc.

2-Adverbs of place: by, down, here, near, up...etc.

3-Adverbs of manner: bravely, fast, happily, hard, well, quickly…etc. However, in Arabic there is no such thing as multi-types of adverbs , which makes the transition difficult to the students of translation.

"He has done it well" is translated wrongly to   لقد فعلها جيدا

They render the adverb 'well' literally to " جيدا" while it should be used as   مفعول مطلق   in Arabic as follow   أبلى بلاء حسنا .

(Interference of Syntactic, Lexical and PhonologicalAspects from Arabic into English for Syrian University 2013by Ahmed El Balaoui)

2 Cultural Interference

The Arabic and English language are both linguistically and culturally different and belong to a whole different settings and language families. They are two languages that are spoken by more than two nations over the world and have no mutual religious, geographical, social and cultural relations. Different patterns of thinking and linguistic devices are set to be considered as the main cause for the problems that occur on the process of translation from English into Arabic and/or vice versa.

(Interference Problems in Translating Different Spoken and written Texts from Arabic into English: presented by Zaineb ElHussain Othman 2017)

2.1 At cultural level

The Arabic alphabet has 28 consonants and 8 vowels/diphthongs. Among the main characteristics of the Arabic language there are,

with respect to word order, Arabic is classified as a VSO (Verb-Subject-Object) language. It has several diacritics (small vowels) that can be written above or beneath each letter (kasra, dhama, fatha, sukun, tanwin). It is also characterized by its rich morphology. morphological markers, particles, personal names and other pronouns may merge with words affecting their meaning.

The Arabic language has neither the verb "to be" in the present tense nor the auxiliary "to do" and Arabic does not make the distinction between actions completed in the past with and without a connection to the present. Also there are no model verbs in the Arabic language and the adjectives in Arabic have both masculine and feminine forms and follow the noun they qualify.

On the other hand the English language has 26 characters and it is written from left to right and has both capital and lower case letters, the usual word order in English is SVO (Subject-Verb-Object).   The spoken English differentiates from the written one in terms of register and genre type, Also English has about three times as many vowel sounds as Arabic. English, however, is an Indo-European language, it is the official language of more than 6 states; mainly the United Kingdom and the United States of America.

The English language however is spoken and used by more than two countries in the world and the main reason for its wide spread and flourish is the past colonizations and invasions of England to the western and non-western world. However the Arabic language is spoken and used mainly in the Middle East and North Africa, It has a long past and wide history in the world due to the great Islamic expansions and people embracing the religion of Islam.

English and Arabic are culturally different; English is more concrete while Arabic is rather less concrete than English. English focuses hence more on the real aspect of the idea

rather than its aesthetic value. We say " cable way " in English which has no aesthetic function and is more direct and superficial, while in French we adopt more technical saying " téléphérique".

 Arabic adopts more connotations from the Islamic religion perspectives contrary to English which uses more expressions that are far away of religion. In Arabic for instance we use " " بسم الله " and   السلام عليكم " " while in English it is too strict.

2.2 Relationship between culture and translation

Culture should be considered a vital component of translation, and the lack of adequate knowledge of culture causes difficulty in comprehending a text full of cultural references, Thus for any translator, knowing about the target text culture and background is a must, and one cannot produce a perfect (however there no such as 'perfect translation') work of translation without basing on or referring to the source text culture. The relationship between culture and translation is an important subject to discuss and one must be aware of the differences in that matter.

2.3 Definition of culture

Culture is the characteristics and knowledge of a particular group of people, embracing the same language, religion, cuisine, social habits, music and arts."What" and "How" we speak our language, eat our food, wear cloths, perform marriage, listen or produce music, believe is right or wrong, sit at the table, greet visitors, behave with loved ones, and a million other things, is set to be the fundamental ground of the concept 'Culture'

Peter Newmark defines culture as the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression. According to Mona Baker (1992, 21), "the source-language word may express a concept

which is totally unknown in the target culture. The concept in question may be abstract or concrete; it may relate to a religious belief, a social custom or even a type of food. Such concepts are often referred to as culture-specific."

2.4 Translating Culture

The relationship between translation and culture or the move from translation as a text to translation as culture and politics is what is called a Cultural Turn in translation studies. In 1992, Mona Baker believed that it is necessary for translator to have knowledge about semantics and lexical sets and the value of the words in source language.

The main focus in translating literature or other works in the early stages of translation theory was on the linguistic and semantic aspects of translation as the definition of translation was the replacement of a text from one language to another. At the level of meaning there were only two common types of it; the semantic and pragmatic meaning. These types of meaning were thought relevant and have been set to be " cultural aspects of translation", However nowadays translation is rarely conducted without one taking into account the source and target culture of the text.

It is a linguistic fact recognized by every scholar that language is interwoven with the threads of culture, and that is almost impossible to separate the two. A translator is a cultural mediator who may move the form of the source culture to the target one, choosing as much as he/she thinks appropriate to serve the aim of the translation. He/she systematizes the process of cross-cultural translation. There are two main approaches to perform this task; either the author is brought to the reader "Familiarization" or the reader is brought to the author "Foreignization", the latter process promotes the enrichment of the

target language. The fundamental reason to the purpose of translation from language 1 to language 2 is mainly to enrich language 2 linguistically and culturally. In this case the translator is aiming at preserving as much as possible the source culture, he/she translates the content and the style of the source text and introduces these into the target text. It is indeed doubtful if a language is replaced by another in translation without some of the source culture being carried over.

Chapter Two: Error

Analysis and Language Transfer

1 Error analysis

As Cited in Rustipa, 2011: p18 error analysis was established in the 1960s by Stephen Pit Corder and colleagues.

Error analysis was branched from contrastive analysis which is not capable enough to extract a great amount of errors although its more valuable aspects have been incorporated into the study of language transfer. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language.

Brown (1993: 205) differentiates between mistakes and errors. A mistake refers to

a performance error that is either a random guess or slip in that it is a failure to utilize aknown system correctly. All people make mistakes, in both native and second languagesituations. Native speakers are normally capable of recognizing and correcting suchmistakes, which are not the result of a deficiency in competence but the result of somesort of breakdown in the process of production. Corder in Larsen (1992) claims that amistake is a random performance slip caused by fatigue, excitement, etc. and thereforecan be readily self-corrected.

An error is a noticeable deviation, reflecting the competence of the learner. It is a

systematic deviation made by the learner who has not yet mastered the rules of the targetlanguage. The learner cannot self correct an error because it is a product reflective of hisor her current stage of L2 development, or underlying competence *(Larsen, 1992: 59).*

Error analysis is the study of kind and quantity of error that occurs, particularly in

the fields of applied linguistics. These errors can be divided into three sub-categories:

overgeneralization, incomplete rule application, and the hypothesizing of false concepts,reflected a learner's competence at a certain stage and thereby differed from learner tolearner *(findarticles.com/p/articles/mi_7571/, January 26th, 2011).*

The methodology of error analysis (traditional error analysis) can be said to have followed the steps below:

1. Collection of data

2. Identification of errors (labeling with varying degree of precision depending on the linguistic sophistication brought to bear upon the task, with respect to the exact nature of the deviation.

3. Classification into error types

4. Statement of relative frequency of error types

5. Identification of the areas of difficulty in the target language;

6. Therapy (remedial drills, lessons, etc.).

While the above methodology is roughly representative of the majority of error analyses in the traditional framework, the more sophisticated investigations went further,to include one or both of the following:

1. Analysis of the source of the errors (e.g. mother tongue interference, overgeneralization,inconsistencies in the spelling system of the target language, etc.);

2. Determination of the degree of disturbance caused by the error (or the seriousness ofthe error in terms of communication, norm, etc.).*(vsites.unb.br/il/let/graham/conan, January 27th 2011)*

Error analysis was criticized for misdiagnosing student learning problems due to their "avoidance" of certain difficult L2 elements. The result today is that both contrastiveanalysis and error analysis are rarely used in identifying L2 learner problem areas.

2 Errors Vs. Mistakes

James (1998,p.1) defined error as " an unsuccessful bit of language" it is assumed that he used the same definition to cover mistakes. As reiterated by Ellis and Burkhuizen (2005, p. 56), errors defined by the grammaticality criterion constitute what Corder (1971) states as breaches of "the rules of the code".

One other definition of 'error' worth mentioning was suggested by Lennon (1991, p. 182), who said that an error is "a linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts". Corder (1974) claimed that Errors and Mistakes are different, even though the two terms are usually used as if they are synonymous. Errors, on the one hand, reflect deviations on the part of the learner from the grammatical rules of a native speaker, and reflect the incomplete 'Competence' (Chomsky, 1965) of the learner. Errors are systematic and indicative of incorrect knowledge of the target language. Mistakes, on the other hand, are reflective of Chomsky's 'Performance' – un-systematic slips where a learner knows the correct grammatical system but for some reason fails to use it properly.

Botley, S.P. (2015). Malaysian Journal of ELT Research, Vol. 11(1), pp. 81-94.

3 Types and causes of errors

As mentioned in Touchie,1986 Researchers in the field of applied linguistics usually distinguish between two types of errors: performance errors and competence errors.

There are mainly two major sources of errors in second language learning. The first source is interference from the native language while the second source can be attributed to intralingual and developmental factors. Intralingual and developmental errors are due to the difficulty

of the second/target language. Intralingual and developmental factors include the following:

1_Simplification.   2_Overgeneralization.   3_Hypercorrection.   4_Faulty   teaching. 5_Fossilization. 6_Avoidance.7_Inadequate learning. 8_Faulse concepts hypothesized.

3.1 Language transfer

3.1.1 Positive and Negative transfer

In the context of non-native language acquisition or use, *transfer* broadly refers to the influence of the learner's native language. Any two languages diverge in some respects but converge in others. When the influence of the native language leads to errors in the acquisition or use of a target language, we say that *negative transfer* or *interference* occurs. When the influence of the native language leads to immediateor rapid acquisition or use of the target language, we speak of positive transfer.

Transfer is the effect of one language on the learning of another. Positive transfer occurs when both the native language and English have the same form or linguistic feature. It makes learning easier and does not result in errors. Both French and English have the word table which means the same thing in both languages. Languages may share aspects of grammar such as some patterns of word order and the use of adverbs and these may allow

for positive transfer. However Negative transfer or interference is the use of a native-language pattern or rule that leads to an error or inappropriate form in the target language. For example a French learner of English may produce "I am here since Thursday" instead of "I have been here since Thursday" because of the transfer of the French pattern "Je suis ici depuis Jeudi" and "I like very much coffee" instead of "I like coffee very much" transferring the pattern "J'aime beaucoup le café".

(Jack C Richards 2019).

In vocabulary acquisition, positive transfer may account for the immediate recognition and acquisition of words with similar or identical pronunciation in both the native language and the target language; However, words that look or sound alike (or both) in the native and in the target languages but have different meanings (e.g., English "parent" and French "parent".

(The TESOL Encyclopedia of English Language Teaching.)

Positive transfer was equated with good habits carried over from the native language. The contrastive analysis hypothesis (CA), states that where the first language and the target language are similar, learners will generally acquire structures with ease, and where they are different, learners will have difficulty. CA was based on the related theory of language transfer: difficulty in second language learning results from transfer of features of the first language to the second language. Transfer (also known as interference) was considered the main explanation for learners' errors. Transfer is considered only one of many possible causes of learners' errors. However, in the 1960s the contrastive analysis hypothesis was criticized, as research began to reveal that second language learners use simple structures 'that are very similar across learners from a variety of backgrounds, even if their respective first languages are different from each other and different from the target languages'

(Lightbown and Spada, 2006.)

Negative Transfer refers to the negative influence of the first language that has in the learning of the target language due to the differences existing between both languages In the context of non-native language acquisition or use, "transfer" broadly refers to the influence of the learner's native language. When the influence of the native language leads to errors in the acquisition or use of the target language, we say that negative transfer or interference occurs.

Part Two

Practical Part

Introduction

This part presents the methodology that is followed in conducting the study. It provides information about the population and the sample of the study and describes the instruments, their validity and reliability and finally it presents the steps that are used throughout the study. The study uses a qualitative design approach

. **2.1Population and Sample of the Study**

The population of the study consists of third year students majoring in English   at KMU. From this population,   a purposive sample of a bunch of students who had good or average marks in translation has been selected . According to Chadwick, Bahr &Albrecht (1984 p67) "There are no rules that dictate the size of the sample. Also in (p69) "The size of the sample required depends on the nature of the population, the purpose of the study and the resources of the study." They also stated in (p120) "No specific rules on how to obtain an adequate sample had beenformulated, for each situation presents its own problems. If the phenomena understudy are homogeneous, a small sample is sufficient.".

2.2 Instruments of the study

we used one main   instrument , a discourse analysis of assignments consisting of different written   sentences (i.e. political, news, legal and others). The translation was intended to identify the types of interference.

2.3Items of the Translation Test

The translation test comprised of different statements which revolves all around grammatical interference.
The translation items were taken from different random internet sources.The first category fell under grammatical interference which included word order, verbal and nominal sentences, passive, omission of the copula, subject-verb agreement and the use of prepositions.

2.4 Discourse Analysis

This method of analysis included analyzing the translation test items done by the students, marking and pointing out the interferences occurring in each, classifying them according to the types, explaining them and discussing the reasons that lead to their occurrence.

2.5 Validity and Reliability of the Test

The validity and reliability of the test were checked by the test- retest technique. The researcher gave a test to a group of students who have the same characteristics of the participating sample (but not within the sample) and after two weeks he gave the same test again to them in order to measure the degree of stability in their answers. The results showed stability and consistency in the responses. Students were asked to do the test individually as a homework assignment. Clear instructions were given to them in order to facilitate the process of finishing the test. The students were allowed to use whatever sources whether written or online sources they needed to help them in their translations.

2.6 Results of the Study

This chapter reports the findings for the two questions that were raised by the study. The questions are:

1-What problems arise from the interference of Arabic when translating different spoken and written texts from Arabic into English?

2-What suggestions can be offered to solve these problems?

Most of the students translated the statements while influenced by their mother tongue's structure without considering the differences between the systems of Arabic and English. Their translations included many errors. Students divided the sentence into words and translated them individually rather than a whole entity. In addition to that, they

transferred the structure of the source language into the target language. Most of the students committed errors related to omission of the copula, use of prepositions, passive voice and subject-verb agreement. The main reason for these errors was because students who are native speakers of Arabic would sometimes unconsciously inject the structure of Arabic into their translations of English texts. Examples on this can be seen in the following statements.

يعتبر المعلم من أعظم مراكز المدينة

This statement was translated into (the landscape   considers one of the greatest city's centers) instead of (the landscape   is considered one of …………..). Most of the students treated this statement as an active sentence and used the simple present form instead of the passive form.

أعلن في العاصمة أن لجنة تشكلت لبحث....

It was translated into (In the capital is announced that is a committee ....) instead of (It was announced in Algeries   that a committee was formed to …/ It was announced that a committee was formed ……in Algeries.). The structures of the passive voice differ from Arabic to English. While there is only one structure used in Arabic, English has many in which verb to be is used with the past participle of the verb with all tenses. In Arabic there is no mention to the agent of the sentence but English may and may not mention the agent according to the situation. The second error that occurred in students' translations was the omission of the copula (verb to be). This kind of error is widely spread among students whose language is Arabic   since the copula (verb to be) does not exist in Arabic. Therefore students ignore or forget using it when translating texts from Arabic into English.

صدمته سيارة A car hit him

The passive voice is used in English for different reasons that can not be at any case found in Arabic. The English tend to prefer the passive voice when the agent is not logic but rather grammatical. However, in Arabic , the active voice is preferred in the two cases whether the agent is either logic or grammatical. In English , to express the same meaning we use the above sentence in the passive voice : (he was hit by a car).

في محفظة أخي أقلام و كراريس و كتب.

In this statement most of the students forgot to use the proper verb to be. They translated it into (In my brother's bag pens and copybooks and books….) instead of (In my brother's bag are pens and copybooks …..). Agreement between subjects and verbs, nouns and adjectives is highly noticed in Arabic. Verbs agree with their subjects in number (singular or plural), gender (masculine or feminine) and person (first, second or third).Therefore, students tend to make a few subject-verb agreement errors in their translations especially when the number is confusing. The differences between Arabic and English structures led the students to inject some Arabic features into their translations of English texts.

يذهب الرجل و زوجته إلى السوق

The same thing was notice here too; the students think that the verb "يذهب " should be kept as it is in this form and consequently i twas translated this way :" The man and his wife goes to the market" instead of "the man and his wife are going to make shopping " . Or " The man is going with his wife shopping" . the problem of agreement may be seen more clearly when translating into English what is known grammatically as   " collective nouns"

إن الحكومة تفرض مزيدا من الضرائب

All the students committed errors when translating this sentence and missed the agreement between the subject and its verb because of the unawareness of the good use of

the collective noun which should be considered in English as a plural rather than singular for collective nouns are seen plural when they do not act as one and seen more as members belonging to a body . The taxes can not be imposed by all the ministries ; it can only imposed by some definite ministries as the ministry of finance , the ministry of commerce …etc .So it should be this way : "The government is imposing more taxes "not " The government are imposing more taxes ".

The same problem of the collective noun acting as a proper noun is seen inhere:

تتألف الولايات المتحدة من خمسين ولاية.

Students translated this statement without any consideration to the difference between Arabic and English. They translated it into "The united states of America consist of 50 " instead of " The united states of America consists of 50 states "

Relative pronouns are also some of the most common errors made by the students since there are multiple relative pronouns in English (who, whom, where, when, which, whose) that correspond to the same relative relative Arabic The). و التي /الذين و و اللذين الذي. (اللتين والالتي) Arabic in pronouns pronouns are used with singular, dual and plural. There is a set of pronouns for each gender and used with animate and inanimate subjects. Whereas English relative pronouns are used according to the subject with singular and plural regardless for gender i.e.; "who" is used with an animate subject 38 to refer to a person or a group of people, "whom" is used with an animate object to refer to a person or a group of people, "where" is used to refer to a place or a location, "when" is used to refer to time, which is used to refer to inanimate subjects and "whose" is used to refer to possession).

Therefore students encounter a problem translating them since they use the same Arabic relative pronouns to express the English ones. For example: (يسكنه الذي الحي.) It was translated into (The quarter which /who /it is he lives) instead of (The quarter where he lives). And in (حققه ان النصر الباهر الذي), they also translated it into (The great victory who he

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achieved) instead of (The great victory which he achieved), or in (. إن السيدة التي رأيتها يوم

معلمتي هي أمس) which was translated into (The lady who I saw yesterday was my teacher.) instead of (The lady whom I saw yesterday was my teacher.).

As noticed in the examples above students encountered many problems in translating the Arabic relative pronouns and choosing the most appropriate English pronoun for them. The Arabic relative pronoun (الذي) might be used with singular, masculine, place, time, animate and inanimate subjects and this pose a problem in English since there is a pronoun for 39 each usage. Thus students must read the sentence with much care and decide the most appropriate pronoun upon the subject used in the sentence. A frequent error made by students was in translating prepositions. Arabic prepositions may be translated into different English ones depending on the situation. Sometimes the same Arabic preposition might be an equivalent to more than one English preposition. Therefore students might get confused in choosing the most suitable preposition for the sentence. This kind of error emerged in the students' translations as it is shown in the examples below. (الهمالايا جبال فوق الطائرة تحطمت) the preposition in this statement was translated by most students into (The plane crashed in/ on the Himalayas) instead of (The plane crashed over the Himalayas) .

These examples gave clear indications of how different Arabic and English are. In the examples above a preposition such as (على) was translated into the same supposed equivalent in English (on) which students did according to their prior knowledge. Even when students may understand the sentences they encounter the problem of deciding the preposition suitable for each sentence. The preposition (على) for example can be translated into many different prepositions in English such as (on/ at/ above/ away from…) but instead most students only used the preposition (on). Students' misuse of prepositions was mainly due to the differences between the two languages. They translated them literally which led to incoherent and inappropriate translation.
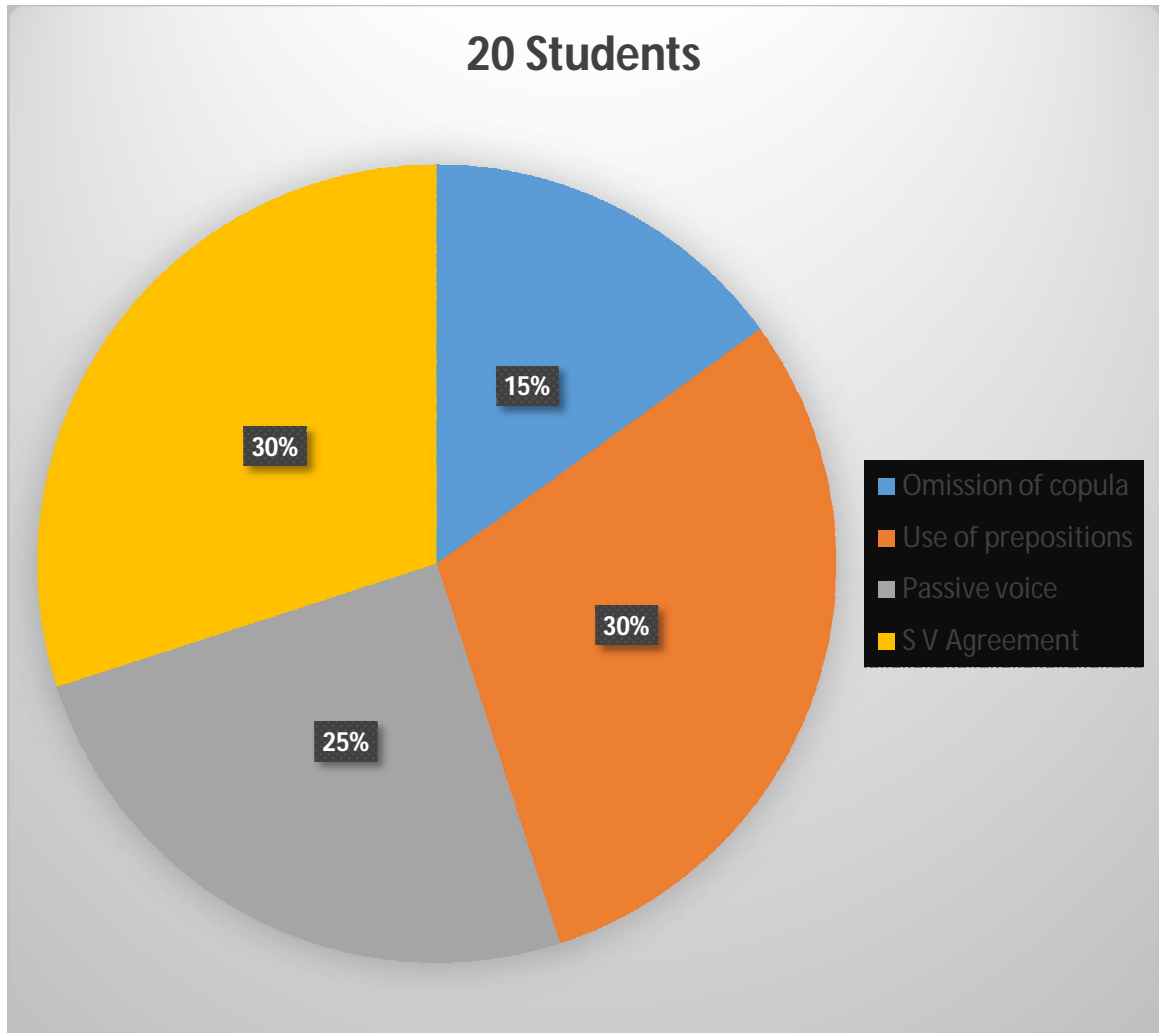
Persentage of the student's grammar interference

Conclusion

This thesis focused on the kinds of interference found in the translations of third year students majoring in English. The concept of interference was discussed, identified, explained and classified.We tried to answer two questions about the kinds of interference and how to solve it. We analyzed a set of translations by students who attended translation courses and classified the type of interference found in each one and gave examples on them. Results indicated that errors committed by the students occurred because of interference, from Arabic into English. Interferences were classified into lexical, grammatical, semantic, stylistic and phonological, but we focused mainly on the grammatical one. Results showed that these kinds of interference occurred because of students' lack of knowledge and awareness in both Arabic and English; grammaticalinterference occurred because of literal translation of the text whereas semantic interference occurred because of misunderstanding the whole meaning of the text. Grammatical interference also occurred because of the injection of the first language's rules into the second language translations. Some suggestions were given by the instructors showed that this problem can be solved if students practise translation and took extra courses in translation, their abilities as translators will improve. They also suggested that instructors should provide spoken and written feedback as well as guidance in order to overcome these problems.

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